

## GUIDESTEPS FOR GENERAL EDUCATION SURVEY (S-2)

This form is used to gather feedback from teachers of special education students in a private, non-threatening manner. The directions accompanying the survey request the teacher to complete the form and mail directly to the Arizona Department of Education in the attached envelope.

The purpose of the survey is to obtain consumer feedback from a teacher's perspective regarding the implementation of special education policies and procedures. Examples include questions to test the level of teacher participation in the special education process and whether the teacher is informed regarding the child's needs in accessing the general curriculum.

It is necessary to transfer the results of all surveys onto the S-2 Summary.

Question Location on SOF	Instructions
#1 No Citation	Record the positive information for synopsis of the LEA's strengths onto the final report.
#2 I.A.1.c	This item is to determine if the teacher has received and participated in reviewing the policies and procedures on child find practices.
#3 I.B.2.c	This item is intended to determine if the referral system is allowing the school to identify students in need of special education. If concerns are noted, they should be included under concerns on the summary sheet and included on the final report.
#4 II.B.13.b	This item is used to ensure that pre-referral activities are taking place prior to referral for special education evaluation, and that this documentation is available to the multidisciplinary evaluation team.
#5 II.B.5.c	This item is used to determine if teachers are actively contributing to the evaluation process by providing information and observational comments related to student performance and progress toward the general curriculum.
#6 III.B.4.d	This item is used to determine if special education students are being instructed in accordance with the Arizona Academic Standards.
#7 III.B.4.i	This item is used to determine if teachers are aware of the necessary accommodations and modifications outlined in the IEPs for students with disabilities in their classes. An extensive listing of examples is included in a separate file in the monitoring case.
#8 III.B.4.l	This item is used to determine if the IEP team is addressing the behavioral needs of students through IEP goal development or the development of behavior plans.
#9 IV.B.6	This item is used to determine if specialized materials and equipment are provided to teachers if they have been identified on the IEP.
#10 III.B.4.j	This item is used to determine if the IEP team <u>considers</u> the teacher's needs for supports to educate students with disabilities. Supports may include consultation with special education teachers, workshops, and training opportunities related to specific disabilities.

#11 IV.B.7	This item is used to determine if the IEP team <u>provides</u> the identified supports needed by teachers including opportunities to attend trainings, workshops, and time to consult with special educators.
#12 IV.B.10	This item will be left blank if a teacher has no experience with a hearing impaired child. The item is used to determine if the school ensures, on a daily basis, that hearing aids are working properly.
#13 No Citation	This item is used to determine if there are students who have not received appropriate support from special education. Students should be listed and the list provided to the school for follow-up.
#14 No Citation	This item is used to determine what concerns, if any, the regular education teacher has regarding the special education program. Discuss concerns with the monitoring team and summarize for the exit conference and the final monitoring report to be sent to the school.